

Montana Content Standards

Standards	Grades
Standard 1-Students write clearly and effectively. Standard 2-Students demonstrate effective reading skills. Standard 3-Students demonstrate effective speaking and listening skills.	1. Organize text in paragraphs with clear TE - 2.4.1; 5.4.3. [LT - 4.4.3]. MA - 1.4. 1.4.6]. 2. Develop a main idea through some sup [LT - 4.4.3]. MA - 1.4.3. RE - 1.4.4. [SC]

Content Standards Chart for Writing

Grade 4

Grade 8

with clear beginning, middle, and end.
MA - 1.4.3. RE - 2.4.4. [SC - 1.4.3; 1.4.4].

some supporting details. TE - 5.4.3;
1.4.4. [SC - 1.4.3; 1.4.6]. WL - 3.I.2.

1. Organize text in paragraphs with clear beginning, middle, and end, using transitions and logical sequence. TE - 2.8.1; 5.8.3. [LT - 4.8.3].
MA - 1.8.3; 6.8.1. RE - 2.8.4. [SC - 1.8.3].

2. Develop a main idea through relevant supporting details. TE - 2.8.1;
5.8.3. [LT - 4.8.3]. MA - 1.8.3. RE - 1.8.4. [SC - 1.8.3]. WL - 3.II.2.

Writing Skills Integration

Upon Graduation

1. Organize text in paragraphs with clear beginning, middle, and end, using effective transitions and logical sequence. **TE - 5.12.3.**
[LT - 4.12.3]. MA - 1.12.3. RE - 2.12.4. [SC - 1.12.2].
2. Develop and elaborate main ideas through relevant and specific supporting details. **TE - 5.12.3. [LT - 4.12.3]. MA - 1.12.3. RE - 1.12.4.**

effectively.

TE - 2.4.1; 5.4.3. [LT - 4.4.3]. MA - 1.4.6.

2. Develop a main idea through some support. [LT - 4.4.3]. MA - 1.4.3. RE - 1.4.4. [SC - 1.4.6].

3. Demonstrate awareness of personal voice and word choice. TE - 5.4.3. MA - 1.4.3. [SC - 1.4.6].

4. Apply conventions of standard written English (spelling, punctuation, usage) appropriate for grade level. TE - 5.4.3. [LT - 4.4.3]. MA - 1.4.3. [SC - 1.4.6]. [WP - 3.4.3]. WL - 3.I.3.

Standard 2-Students apply a range of skills and strategies in the writing process.

1. Plan writing by generating and organizing ideas, considering purpose and audience. TE - 2.4.1; 2.I.3. MA - 1.4.3. [SC - 1.4.3; 1.4.6].

2. Write a draft that captures and organizes ideas. TE - 5.4.3. [LT - 4.4.3]. MA - 1.4.3. [SC - 1.4.6].

3. Revise writing at the word, sentence, and paragraph levels, using feedback and guidance from others. TE - 5.4.3. [LT - 4.4.3]. MA - 1.4.3. ML - 3.4.2. [SC - 1.4.6].

4. Edit, with assistance, by correcting errors in punctuation, capitalization, punctuation, spelling, usage). TE - 5.4.3. [LT - 4.4.3]. MA - 1.4.3. ML - 3.4.2. [SC - 1.4.6].

5. Share/publish a legible final product. TE - 5.4.3. [LT - 4.4.3]. ML - 3.4.1. SC - 1.4.6.

Standard 3-Students evaluate and reflect on their growth as writers.

1. Set goals and become aware of success in writing.

2. Share writing with others, listen to responses, and offer positive comments to others. WP - 2.4.1. [SC - 1.4.6].

3. Identify their strengths as writers. [WP - 2.4.1].

MA - 1.4.3. RE - 2.4.4. [SC - 1.4.3; 1.4.4. [SC - 1.4.3; 1.4.6]. WL - 3.I.2. personal voice, sentence structure, and 1.4.3. [SC - 1.4.3; 1.4.6]. standard written English (e.g., spelling, appropriate for grade level and purpose. 1.4.3. [SC - 1.4.3; 1.4.6].

and organizing ideas and by considering purpose and audience. TE - 2.4.1; 2.4.2; 5.4.3. [LT - 4.4.3].

and organizes ideas. TE - 2.4.1; 2.4.2; 5.4.3. [SC - 1.4.3; 1.4.6].

sentence, and paragraph levels using feedback from others. TE - 2.4.1; 2.4.2; 5.4.3. [LT - 4.4.3]. [SC - 1.4.3; 1.4.6].

correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage). TE - 2.4.1; 2.4.2; 5.4.3. [LT - 4.4.3]. [SC - 1.4.3; 1.4.6].

final product. TE - 2.4.1; 2.4.2. 1.4.6.

of successes in their own and others' writing. Listen to responses, ask questions, and provide feedback to writers. WP - 2.4.1. [WP - 2.4.2].

- transitions and logical sequence. TE - 2.8.1; 5.8.3. [LT - 4.8.3]. MA - 1.8.3; 6.8.1. RE - 2.8.4. [SC - 1.8.3].
- Develop a main idea through relevant supporting details. TE - 2.8.1; 5.8.3. [LT - 4.8.3]. MA - 1.8.3. RE - 1.8.4. [SC - 1.8.3]. WL - 3.II.2.
 - Demonstrate some control of personal voice, sentence structure, and word choice. TE - 2.8.1; 5.8.3. MA - 1.8.3. [SC - 1.8.3].
 - Apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose. TE - 2.8.1; 5.8.3. [LT - 4.8.3]. MA - 1.8.3. [SC - 1.8.3]. WP - 3.8.3. WL - 3.II.3.

- Plan writing by generating and organizing ideas through a variety of strategies and by considering purpose and audience. TE - 2.8.1; 2.8.2; 5.8.3. [LT - 4.8.3]. MA - 1.8.3; 6.8.1. ML - 1.8.1. [SC - 1.8.3].
- Write one or more drafts that capture and organize ideas. TE - 2.8.1; 5.8.3. [LT - 4.8.3]. MA - 1.8.3. [SC - 1.8.3].
- Revise writing at the word, sentence, and paragraph levels using feedback from others. TE - 2.8.1; 2.8.2; 5.8.3. [LT - 4.8.3]. MA - 1.8.3. [SC - 1.8.3].
- Edit, with some assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage). TE - 2.8.1; 2.8.2; 5.8.3. [LT - 4.8.3]. MA - 1.8.3. [SC - 1.8.3].
- Share/publish a legible final product. [LT - 4.8.3]. ML - 3.8.1. SC - 1.8.3.

- Set goals and analyze successes in their own and others' writing.
- Share and discuss their own and others' writing for improvement and growth as writers. WP - 2.8.1.
- Identify and describe strengths and weaknesses as writers. [WP - 2.8.2].

using effective transitions and logical sequence. TE - 5.12.3.

[LT - 4.12.3]. MA - 1.12.3. RE - 2.12.4. [SC - 1.12.2].

2. Develop and elaborate main ideas through relevant and specific supporting details. TE - 5.12.3. [LT - 4.12.3]. MA - 1.12.3. RE - 1.12.4. [SC - 1.12.2]. WL - 3.III.2.

3. Demonstrate purposeful control of personal voice, sentence structure, and word choice. TE - 5.12.3. MA - 1.12.3. [SC - 1.12.2].

4. Apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose. TE - 5.12.3.

[LT - 4.12.3]. MA - 1.12.3. [SC - 1.12.2]. [WP - 3.12.3].

1. Plan writing by generating ideas through a variety of strategies, and organizing by analyzing purpose and audience. TE - 2.12.1; 2.12.2; 5.12.3. [LT - 4.12.3]. MA - 1.12.3. [SC - 1.12.2].

2. Write one or more drafts that capture, explore, and organize ideas. TE - 2.12.1; 2.12.2; 5.12.3. [LT - 4.12.3]. MA - 1.12.3. [SC - 1.12.2].

3. Revise writing by seeking feedback from others and making appropriate changes to improve text. TE - 2.12.1; 2.12.2; 5.12.3. [LT - 4.12.3]. MA - 1.12.3. ML - 3.12.2. [SC - 1.12.2].

4. Edit by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage). TE - 2.12.1; 2.12.2; 5.12.3. [LT - 4.12.3]. MA - 1.12.3. ML - 3.12.2. [SC - 1.12.2].

5. Share/publish a legible final product. TE - 2.12.1; 2.12.2; 5.12.3. [LT - 4.12.3]. ML - 3.12.1. SC - 1.12.2.

1. Set goals and evaluate successes in their own and others' writing.

2. Seek and use feedback from others and offer constructive criticism to others. WP - 2.12.1.

3. Analyze and evaluate strengths and weaknesses as writers.

[WP - 2.12.2].

Writing

Standard 4-Students write for a variety of purposes and audiences.

1. Identify the purpose for their writing and audiences. HE - 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.4.5; 6.4.2
2. Choose audiences (e.g., self, peers, adults) and topics. HE - 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.4.5; **ML - 1.4.1**.
3. Experience writing in different genres (e.g., narrative, descriptive, expository). HE - 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.4.5. **ML - 3.4.4; 3.4.7**.

Standard 5-Students recognize the structures of various forms and apply these characteristics to their own writing.

1. Identify the characteristics of different forms (e.g., fiction, nonfiction, technical, simple report). **RE - 3.4.1**
2. Write using characteristics of different forms. **SC - 3.4.5**.

Standard 6-Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

1. Pose questions or identify problems. HE - 1.4.1; 1.4.2; 1.4.3; 1.4.4; 1.4.5; **LM - 1.4.2**. **[MA - 1.4.1; 1.4.3]**. **SC - 1.4.2**; **WP - 3.4.4**.
2. Use selected technologies and information to solve problems. **LM - 1.4.5**. **RE - 4.4.6**. **SC - 1.4.2**. **WP - 3.4.4**.
3. Identify explanations or solutions, and the information. **AR - 4.4.3**. HE - 1.4.1; 1.4.2; 1.4.3; **LM - 1.4.5**. **[MA - 1.4.1; 1.4.3]**. **RE - 1.4.4; 2.4.6; 5.4.4; 5.4.5; 5.4.6; 6.4.2; 6.4.3**; **WP - 3.4.4**.
4. Share information in appropriate ways. **TE - [5.4.3]; 6.4.1; 6.4.2; 6.4.3; 6.4.4**. **AR - 1.4.2; 1.4.3; 1.4.4; 1.4.5; 6.4.1; 6.4.4; 6.4.6**; **ML - 3.4.1**. **SC - 1.4.4; 1.4.5; 1.4.6; [2.4.1; 3.4.2; 3.4.3; 3.4.4; 4.4.1; 4.4.2; 4.4.3; 4.4.4]**; **[SS - 1.4.3; 2.4.1; 2.4.4; 2.4.5; 2.4.6; 3.4.3; 4.4.6; 4.4.7; 5.4.4; 5.4.5; 5.4.6; 6.4.2; 6.4.3]**.

LEGEND:

This chart illustrates the “explicit” and “implicit” overlap of the standards with minor adjustments.

ir writing and write appropriately.

1.4.5; 6.4.2; 6.4.3. **ML - 1.4.1.**

(e.g., peers, adults) appropriate to purposes
1.4.3; 1.4.4; 1.4.5; 5.4.2; 6.4.2; 6.4.3.

ent genres (e.g., descriptive writing).

1.4.5. **ML - 2.4.1; 3.4.1. [SS - 3.4.3;**

1. Identify and articulate the purpose for their writing and write appropriately. **[AR - 6.8.1].** HE - 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 6.8.2; 6.8.3; 6.8.4; 6.8.5. **ML - 1.8.1.**
2. Choose audiences (e.g., self, peers, adults) appropriate to purposes and topics. **[AR - 6.8.1].** HE - 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 5.8.5. **ML - 1.8.1.**
3. Experience writing in different genres (e.g., narrative writing). HE - 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5. **ML - 2.8.1; 3.8.1.**

of different forms (poetry, fiction, report). **RE - 2.4.4.**

of different forms. **ML - 2.4.1; 3.4.1.**

1. Identify and analyze characteristics of different forms (e.g., narrative, journal, technical). **RE - 2.8.1.**
2. Write using characteristics of different forms. **AR - 2.8.2 (TH).** **ML - 2.8.1; 3.8.1.**

problems. HE - 1.4.1; 1.4.4; 1.4.5; [1; 1.4.3]. **SC - 1.4.1. [SS - 1.4.1].**

nd information sources. **TE - 5.4.3.** **4.2. WP - 3.4.4.**

solutions, and draw a conclusion based on HE - 1.4.1; 1.4.3; 1.4.4; 1.4.5. **[]. RE - 1.4.2; 4.4.2. [SS - 1.4.3; 2.4.1; 6.4.2; 6.4.3]. SC - 1.4.3; [1.4.6].**

ropriate ways for intended audiences.

; 6.4.4. **AR - 4.4.1; 4.4.2. HE - 1.4.1; 6.4.4; 6.4.6. [MA - 1.4.3].**
1.4.6; [2.4.1; 2.4.3; 2.4.4; 2.4.5; 2.4.6; 4.4.3; 4.4.4; 4.4.5; 4.4.6; 5.4.2; 5.4.3].
2.4.6; 3.4.3; 3.4.4; 3.4.7; 4.4.4; 4.4.5; 6.4.2; 6.4.3. **WP - 3.4.8.**

1. Pose questions or identify problems. HE - 1.8.1; 1.8.3; 1.8.4; 1.8.5; 5.8.1. **LM - 1.8.1. [MA - 1.8.1; 1.8.3]. SC - 1.8.1. [SS - 1.8.1].** **[WP - 3.8.3].**
2. Find and use a variety of technologies and information sources. **TE - 5.8.3. LM - 1.8.2; 1.8.5. RE - 4.8.7. SC - 1.8.2. [WP - 3.8.3].**
3. Identify several explanations or solutions, and draw conclusions based on their analysis of the information. **TE - 6.8.1; 6.8.2; 6.8.3; 6.8.4. AR - 4.8.3. HE - 1.8.1; 1.8.4; 1.8.5. LM - 1.8.5. [MA - 1.8.1; 1.8.3].**
RE - 1.8.2; 4.8.2; 4.8.3; 5.8.2; 5.8.5. SC - 1.8.3; [1.8.6; 4.8.1; 4.8.2; 4.8.3; 4.8.4; 4.8.5; 4.8.6]. [SS - 1.8.3; 2.8.1; 2.8.2; 2.8.4; 2.8.5; 2.8.6; 2.8.7; 4.8.2; 4.8.3; 4.8.4; 4.8.6; 4.8.7; 5.8.1; 5.8.2; 5.8.3; 5.8.4; 5.8.5; 5.8.6; 6.8.1; 6.8.2; 6.8.3; 6.8.4; 6.8.5; 6.8.6]. **[WP - 3.8.3].**
4. Share information in appropriate ways for intended audiences. **[TE - 5.8.3]. AR - 4.8.1; 4.8.2; 4.8.4. HE - 1.8.1; 1.8.2; 1.8.3; 1.8.4; 1.8.5; 6.8.1; 6.8.4; 6.8.5. ML - 3.8.1. SC - 1.8.4; 1.8.5; 1.8.6; [2.8.1; 2.8.2; 2.8.3; 2.8.4; 2.8.5; 2.8.6; 3.8.1; 3.8.2; 3.8.3; 3.8.4]. [SS - 3.8.3; 3.8.4; 3.8.6; 3.8.7].** **[WP - 3.8.3].**

- riately.
8.5.
- nd
1.8.1.
- Identify and articulate the purpose for their writing and write appropriately. HE - 1.12.1; 1.12.2; 1.12.3; 1.12.4; 1.12.5. **ML - 1.12.1.**
 - Choose audiences (e.g., self, peers, adults) appropriate to purposes and topics. HE - 1.12.1; 1.12.2; 1.12.3; 1.12.4; 1.12.5; 5.12.5. **ML - 1.12.1.**
 - Experience writing in different genres (e.g., expository and persuasive writing). HE - 1.12.1; 1.12.2; 1.12.3; 1.12.4; 1.12.5; 4.12.3. ML - 3.12.1.
SC - 1.12.2.

- ,
1. Identify, analyze and evaluate characteristics of different forms (e.g., multiparagraph essays, persuasive, expository, argumentative). **RE - 2.12.4.**
2. Write using characteristics of different forms. **AR - 2.12.2 (TH).**
ML - 3.12.1. SC - 1.12.2.

- ed on
- 3;
8.2;
8.2;
3;
8.7].
- Pose questions or identify problems. HE - 5.12.1. **LM - 1.12.1.**
[MA - 1.12.1; 1.12.3]. SC - 1.12.1. [SS - 1.12.1]. [WP - 3.12.3].
 - Find, evaluate, and use a variety of technologies and information sources. **TE - 5.12.3. LM - 1.12.4. RE - 4.12.7. SC - 1.12.2.**
[WP - 3.12.3].
 - Identify and investigate alternative explanations or solutions, and use criteria to draw and defend conclusions based on their analysis and evaluation of the information. **TE - 6.12.1; 6.12.2; 6.12.3; 6.12.4. AR - 4.12.3;**
4.12.4. HE - 1.12.3; 1.12.5; 4.12.3. [MA - 1.12.1; 1.12.3]. RE - 1.12.2;
1.12.4; 4.12.2; 4.12.3; 4.12.4; 5.12.2; 5.12.3; 5.12.4. SC - 1.12.3.
[SS - 1.12.3; 2.12.1; 2.12.2; 2.12.4; 2.12.5; 2.12.6; 2.12.7; 2.12.8; 3.12.1;
3.12.2; 3.12.3; 3.12.4; 3.12.5; 3.12.6; 3.12.7; 4.12.2; 4.12.3; 4.12.4; 4.12.5;
4.12.6; 4.12.7; 4.12.8; 5.12.1; 5.12.2; 5.12.3; 5.12.4; 5.12.5; 5.12.6; 6.12.1;
6.12.2; 6.12.3; 6.12.4; 6.12.5; 6.12.6]. [WP - 3.12.3].
 - Share information in appropriate ways for intended audiences.
[TE - 5.12.3]. AR - 4.12.1; 4.12.2; 4.12.4; [5.12.2]. HE - 1.12.1; 1.12.2;
1.12.3; 1.12.5; 4.12.3; 4.12.4; 6.12.5; 6.12.6. ML - 3.12.1. SC - 1.12.4;
1.12.5; 1.12.6; [2.12.1; 2.12.2; 2.12.3; 2.12.4; 2.12.5; 2.12.6; 3.12.2;
4.12.1; 4.12.2; 4.12.3; 4.12.4; 4.12.5; 4.12.6; 5.12.1; 5.12.3; 5.12.4].
[WP - 3.12.3].

LEGEND:

Content Code:

This chart illustrates the “explicit” and “implicit” over standards with minor adjustments.

User Code:

AR - Arts (dark pink)

HE - Health E

ML - Media Literacy (blue)

RE - Reading C

TE - Technology (purple)

WP - Workplace

WR 1.4.2 = Writing, Standard 1, Grade 4, Benchm



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“explicit” overlaps in the standards. With “explicit” overlaps, a teacher will naturally cover both standards. With “implicit”

Health Enhancement (black)

Reading (blue)

- Workplace Competencies (yellow)

4, Benchmark 2

LM - Library Media (pink)

SC - Science (red)

WL - World Languages (lilac)

LT - Literature (blue)

SS - Social Studies (gold)

WR - Writing (blue)

dent

“implicit” (in brackets ex: [RE - 1.4.2]) a teacher could easily teach both

ue) MA - Math (green)

s (gold) SL - Speaking and Listening (blue)

ue)

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